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ABSTRACT

This guide, designed to help school staff members evaluate their testing programs, may apply to district-wide or state-wide programs. The four sections contain: forms to be completed of current testing inventory; a form covering the organizational and administrative details of the local testing program; an evaluation form dealing with the philosophy, content, strengths and weaknesses, and data utilization of the total testing program; and finally, a list with suggestions for recommendations for improvement. A bibliography is included. (LS)

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A SCHOOL DISTRICT TESTING PROGRAM GUIDE

A Guide Designed To Help School Staff Members Take A Critical Look At Their Testing Program

Kansas State Department of Education
Kansas State Education Building
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Guidance and Pupil Personnel
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INTRODUCTION

A survey was conducted in 1970 by this agency to study the status of testing programs in Kansas schools. The principal finding, as shown by that survey, was that local school personnel experience many difficulties in planning system-wide programs of evaluation.

This guide is not presented as a panacea to solve all the problems related to test program evaluation. It is, instead, presented as a series of suggested steps and activities that local faculties may want to follow in planning a study of their school district testing program. From the study and review should come a district-wide testing program that is more in line with meeting the measurement needs of the local school district.

DIRECTIONS

A copy of this guide should be filled out individually by each member of the testing committee. The fact that an individual member of the committee may not be sufficiently informed about the total program to complete the guide may be significant, in and of itself. Such an occurrence might indicate the need for an orientation program at the local level.

Some of the items in this guide may not be germane to specific situations in given districts. If this is the case, they should be so noted and quickly passed over. A discussion of those items which are applicable will focus the attention of the appropriate staff members on the solution of any existing problems.

Committee discussions of differences in subjective opinions called for in the guide will serve to clarify the thinking of each participant. Likewise, discussions of differences in response to objective items in the guide should stimulate discussion among the committee workers. If this occurs, this guide will have served its purpose.

The guide is divided into four sections. While there may be some overlapping between and among the sections, each section basically deals with a different phase. Combined, they provide the framework for a rather comprehensive study of a district-wide, or in some cases, a school-wide testing program.

A list of selected references that may be helpful to the committee in their self-study has been compiled and listed on the last page of this guide.

SECTION I

CURRENT TESTING INVENTORY

This section calls for an inventory of the current district testing program. Each committee member should fill it out as completely as possible. The primary purpose of each test listed should also be given on this form.

Please note that the following two pages are sample copies. The first page may be duplicated, as one sheet should be used for each grade level. The second page is for illustration purposes only.

SECTION I TESTING INVENTORY

SAMPLE SHEET

School District _____

Year of Inventory _____

Name _____

Grade	Name of Tests	Form Type	Month Adm	Month Interp & By Whom	Results Accessible Through Interpretation To	Results (Where Filed)
	A.					
	B.					
	C.					
	D.					

STATE THE PRIMARY PURPOSE OF EACH TEST AND THE FOLLOW-UP ACTION TAKEN:

a.

b.

c.

d.

SECTION I TESTING INVENTORY

School District U-604

ILLUSTRATION SHEET

Year of Inventory 1971

Name Jack Nice

Grade	Name of Tests	Form Type	Month Adm	Month Interp & By Whom	Results Accessible Through Interpretation To	Results (Where Filed)
8	A. Differential Aptitude Test	L Aptitude	Sept.	Oct. & Nov. Counselor	Teachers, Students, Parents	Guidance office
	B. SRA Assessment Survey	E Achievement	Oct.	Nov. Teacher	Students, Parents	Individual classroom
	C. Ohio Vocational Interest Survey	M Interest	Feb.	March & April Counselor	Parents, Students, Teachers	Guidance office
	D. Orleans Hanna Algebra Prognostic Test	M Prognostic	April	April Counselor	Parents, Students	Math Classrooms

STATE THE PRIMARY PURPOSE OF EACH TEST AND THE FOLLOW-UP ACTION TAKEN:

a. The counselor, Mrs. James, uses this instrument with each student in identifying specific aptitudes for student educational and vocational planning.

b. The curriculum director, Mr. Ames, uses the information from this test to help identify pupils who are exceptionally gifted or unusually poor in their achievements. After identification, the instructional staff, Mrs. Jones and Mr. Riley, provide special enrichment activities for the high achieving students and the special services instructor Mr. Johnson, provides further diagnostic testing in the subject matter areas of reading and arithmetic for the low achieving students.

c. The vocational teacher, Mr. Bann, uses the information from this instrument in his eighth grade occupations class for stimulation in career planning activities.

d. Based on the information from this test and previous math grade point averages, Mr. Smith, principal, assigns enrolled first year algebra students to the proper classroom group.

SECTION II

ORGANIZATION AND ADMINISTRATION OF THE TESTING PROGRAM

This section calls for each respondent to describe the organizational and administrative details of the local program.

Section II Organization and Administration of the Testing Program

	YES	NO
A. Coordination and Leadership		
1. Is there a school district testing program coordinator?	____	____
Name: _____		
2. Is there an active testing committee? (If the answer to this item is YES, complete items 3, 4, and 5.)	____	____
3. What grade levels are served by this committee?		
_____		
4. Should the number of the people on the committee be expanded or reduced?		
_____		
5. Do the members of this committee have course work in the area of test and measurements?	____	____
B. In-Service Training Activities Related to Testing		
1. Are in-service training programs in testing provided for faculty members?	____	____
2. Are the programs adequate in number?	____	____
3. Are the programs adequate in quality?	____	____
C. Selection of Tests		
1. Do those selecting tests have copies of test reviews by authorities in the field?	____	____
2. Is the total testing program evaluated on a yearly basis?	____	____
D. Test Administration		
1. Are the purposes and importance of each test made clear to the students before the test is taken?	____	____
2. Is the person administering each test always prepared for the task?	____	____
3. Is the test administrator provided adequate help for monitoring and supervising students being tested?	____	____
4. Is there a pupil-procter ratio that does not exceed 30 to 1 during the testing sessions?	____	____

Section II Organization and Administration of the Testing Program

E. Testing Facilities	YES	NO
1. Are the testing room(s) satisfactory in terms of:		
a. freedom from outside distraction?	____	____
b. adequate lighting?	____	____
c. adequate ventilation?	____	____
d. work space for each pupil?	____	____
2. If your school district owns its testing materials, does the school have adequate facilities for storage, and control of these materials?	____	____

F. Cumulative Test Record		
1. Are the test records on the individual pupils accessible to teachers?	____	____
2. Are the test records satisfactory in terms of:		
a. being well organized?	____	____
b. being up to date?	____	____
c. complete information?	____	____

SECTION III

EVALUATION OF THE TESTING PROGRAM

The members of the committee are asked to evaluate the total testing program in this section. Because of the nature of the information sought, it is suggested that this section be completed after the previous sections have been completed. This section deals with the philosophy, content, strengths, weaknesses, and data utilization.

Section III Evaluation of the Testing Program

A. Philosophy

	YES	NO
1. Is there a written statement of the objectives of the testing program?	____	____

a. If so, attach a copy to this guide.

b. Who developed this statement? When?

_____

_____

c. If not, how are the objectives interpreted to the staff members? _____

_____

_____

2. Are the objectives of the testing program in harmony with the educational philosophy and objectives of the school?	____	____
3. Does the present testing program meet its objectives? If not, explain the deficiencies.	____	____

_____

_____

_____

B. Strengths and Weaknesses

Explain in terms of tests used, their scope, their appropriateness, the administration of the program, coordination of the testing program, the competency of the staff, adequacy of facilities, availability of results to teachers, adequacy of interpretations of test results to students, use of test results by school personnel and any others you care to mention.

1. What are the strong points of the testing program?

_____

_____

_____

_____

_____

Section III Evaluation of the Testing Program

2. What are the weaknesses of the testing program?

SECTION IV

SUGGESTED IMPROVEMENT IN THE TESTING PROGRAM

In this section, the committee members are asked for suggestions and comments relative to the improvement of the testing program. If a weakness is stated, the committee member should offer some constructive recommendations for improvement. After all the reports are in from the committee members, the chairman can then formulate his recommendations.

SECTION IV. SUGGESTED IMPROVEMENT IN THE TESTING PROGRAM

What improvements in the testing program do you recommend?

(1) Tests used, scope, appropriateness

(2) Coordination and management

(3) Facilities, administration, scoring

(4) Accessibility of results

(5) Assistance with interpretation--teachers

(6) Interpretation to individual pupils

(7) Opportunities for in-service staff growth

Improvements recommended but not covered above:

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